

义务教育教科书·英语

# 教师用书 Teacher's Guide

(一年级起点)

二年级下册

It's fun! It's easy!

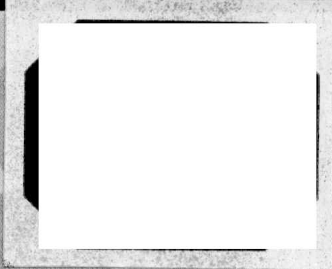


河北教育出版社



LEARNING  
ENGLISH

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# 出版者的话

亲爱的老师和同学们，您知道吗？这套英语教材是河北教育出版社和 DC 加拿大国际交流中心共同组织国内和国际上最负盛名的基础英语教学和研究的专家、学者、教师根据国家《英语课程标准》编写的，供义务教育小学一年级至六年级使用。这套教材包括《教科书》、《活动手册》、《教师用书》、录音带、词汇卡片等，可以满足您在不同层次、场合的教学和学习使用。

这套教材充分吸收了世界上最先进的外语教学理论和实践经验，注重学生英语听说读写能力的培养和训练，努力为学习者营造语境，精心设计内容，在教学中安排了大量的、有趣的教学活动，引导学生在轻松愉快、积极向上的气氛中学习英语，使英语学习变得“既容易又有趣”。

这套教材以学生为中心，以主要人物的活动为主线，围绕最常用、最基本的英语词汇、句型、交际会话等，逐步展开教学内容，符合中小学生的年龄、心理特征和语言教学规律，具有很强的科学性。

这套教材的语言信息含量大，既贴近学生生活，又展现了中西方国家的不同文化背景。《活动手册》设计了丰富多彩、新鲜活泼的练习形式；《教师用书》为教学提供了翔实、具体的教学建议；录音带为学生的课堂学习，尤其是课外学习提供了很大方便；教师观摩录像带为教师更好地完成教学任务提供了原汁原味的外方专家、教师先进的教学理论和教学实践的宝贵资料。

这套教材强调语言的学习以多输入、多接触为主，强调以学生为主体的有意义的语言实践活动，教学呈现出了“学习活动化，活动交际化”的崭新局面，学生始终保持学习外语的兴趣和学好外语的信心。

久负盛名的加拿大阿尔伯塔大学教育学院在本套教材的课程设计、编写和师资培训等方面给予了许多帮助。在此，我们表示衷心的感谢！



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# HOW TO USE THIS TEACHER'S GUIDE

## The guide and its companions

This guide covers one semester of the *Learning English* program.

In addition to this guide, you should have:

- An audiotape.

Each student should have the companions:

- Student book.
- Activity book.
- Student card.

## Where to start

Start by reading the next two sections: "Philosophy of the *Learning English* Program" and "Your English Classroom." These two sections describe what is new about the *Learning English* program, why it works and how to make your role as a teacher most effective.

## Work through each lesson

This guide covers twenty-four lessons in four units ( six lessons per unit ). The last lesson of each unit is a review.

Each lesson contains step-by-step instructions for using the student book and activity book, and for leading students through the song, game or craft, which is the centre of each lesson.



# 如何使用 《教师用书》

## 《教师用书》及配套教材

本书是与《学英语》配套的教师用书,供一个学期使用。

另外,教师还要有:

- 听力磁带

每个学生应备有以下配套资料:

- 学生用书
- 活动手册
- 学生词汇卡片

## 从何开始

首先要阅读以下两部分:“《学英语》编写指导思想”和“英语课堂”。这两部分介绍了本教材的新颖性、适用性,以及教师如何最有效地担当好自己的角色。

## 如何上好每一节课

本书包括4个单元,共24课(每单元共6课)。每单元的最后一课是复习课。

每课都详细说明了如何使用学生用书和《活动手册》。歌曲、游戏和手工制作是每课的中心内容,《教师用书》在每课都仔细地介绍了如何引导学生学习歌曲、做游戏和手工制作。

Some lessons may contain more activities than you can use. As you prepare each lesson, make a note of what you might cut if you run out of time in the classroom.

If you do run out of time, always conclude your lesson with the class closing anyway. Always start the next class at the beginning of the next lesson.

In some cases, you may need more activities to fill a lesson. You can repeat songs and games the students have learned in previous classes, or you can use a game from the supplemental games section at the back of the guide. Some of these games require you to prepare pictures and other resources, so be sure to read about them early in your class preparation plans.

## **Refer to the back of the guide**

The back of the guide contains information that will help you apply the *Learning English* program to your classroom. It includes sections on:

### **Teaching Techniques**

This section outlines ways to introduce and practice vocabulary, to teach pronunciation, and to evaluate student progress.

### **Puppets, Posters and More**

This section describes how to make resources for your classroom, such as posters, puppets and displays.

### **Games**

This section has an index of games presented in the lessons in this teacher's guide, plus a list of supplemental games.

### **Songs**

This section lists songs presented in this teacher's guide, with words and musical notation.

## **Adapt it!**

We have designed this guide for beginning teachers. It introduces and uses a small repertoire of language-learning techniques. If you have experience teaching English, draw on other techniques you know.

This guide provides you with suggestions only. You can follow it step by step or you can create your own steps. Adapt the lessons to fit your teaching experience, the needs of your students and the resources available to you.

有些课可能包含额外的活动。由于课时紧张,不可能在课上进行所有活动,教师在备课时,应标出课上在时间不够的情况下可能删除的活动。

如果的确课上时间不够用,就可以及时进入本书建议的结课环节。每一堂课一定要始于下一课的开头。

有时在课上,你可能需要更多的活动。可以重复以前学过的歌曲和游戏,也可以选做本书后面补充材料部分的某个游戏。其中有些游戏要求教师准备图片或其他材料,所以要在备课时仔细阅读该部分。

## 参考本书后面部分

本书后面部分为补充材料,帮助教师更好地进行课堂教学。主要内容如下:

### 教学技巧

本部分列举了词汇教学和练习、语音教学和评价学生学习进步情况的各种方法。

### 手偶、张贴画的制作及其他

该部分介绍了如何为教室制作手偶、张贴画和展品等学习材料。

### 游戏

该部分包含本书各课的游戏索引,同时还补充了一些游戏。

### 歌曲

该部分列举了本书的歌曲,并配有歌词和曲谱。

## 作适当调整!

本书是为初为人师的英语教师设计的。介绍了各种各样关于语言学习的技巧。如果你已有英语教学的经验,可以采用你已知的其他技巧。

本书仅对教学提出建议。你可以按部就班,也可以创造自己的教学步骤。总之,可以根据自己的教学经验,学生的具体需要和现有的教学材料来对本教师用书进行调整。



# PHILOSOPHY OF THE LEARNING ENGLISH PROGRAM

The *Learning English* program for early primary students (Grades 1, 2 and 3) aims to help Chinese students learn to speak conversational English. We have designed the program to fit the way children naturally acquire language. Children need to learn English the way they learn their first language: through listening to people around them speak words and phrases in familiar contexts. In English classes, children need many opportunities in a wide variety of situations to explore, construct and convey meaning; to clarify and reflect on their thoughts, feelings and experiences; and to play, experiment and use their imaginations. They need resources that reflect familiar surroundings and situations, both to maximize language learning and to develop an appreciation of their own culture.

To develop fluent English speakers and readers, teachers must recognize and honour the emergent stages of reading and writing that students in Grades 1 to 3 go through. In Grade 1, students need time to develop a curiosity about letters and words, and to recognize a connection between conversation and print. This critical stage takes time—up to a school year or longer—but if teachers attempt to omit it, they will inhibit future language learning. In Grade 1, the *Learning English* program helps students use real objects, actions and pictures to give meaning to oral language. It provides textbooks that young students will enjoy. The program, however, does not recommend the students attempt to read any English, or to write any English other than their own names.

At all primary levels, the program stresses talk (listening and speaking). It gives students many opportunities to talk in many different conversational situations: student-to-student, student-to-group, student-to-teacher and student-to-class. The

# 《学英语》 编写指导思想

小学低年级阶段(即一、二和三年级)的《学英语》教材旨在帮助中国学生学习英语会话。本教材是根据儿童习得语言的方式设计的。儿童应该按照他们习得母语的方式学习外语:即重复地听周围人在熟悉的语言环境下讲话。在英语课上,小学生需要有许多机会在各种情景中探索、建构和传达意义;澄清观点,回味自己的思想、感情和经验;实践和发挥自己的想象力。学习资源要能够反映学生熟悉的环境和情景,以利于最大程度地满足学生的语言学习需求,并提高他们对本国文化的鉴赏水平。

为了培养学生流利的口语和阅读能力,教师要认识到从一年级到三年级学生要经过读写水平由简到繁、由低到高的逐渐过渡。在一年级,学生需要一段时间逐渐产生对英语字母和单词的好奇,并逐渐认识到对话和印刷字体之间的关系。这个关键阶段需要经历一段时间——一个学年甚至更长——但是如果教师试图忽略这个阶段,就会抑制学生将来的语言学习。在一年级,《学英语》教材帮助学生学会使用实物,动作和图片辅助口头语言表达意义。所提供的教材是学生喜闻乐见的。但是,在一年级阶段不主张学生进行阅读或除了书写他们个人的姓名之外的写作练习。

在小学阶段,本教材强调谈话(即听和说)。教材给学生提供了许多在不同会话情景下进行交谈的机会:学生和学生之间的会话、学生个人与小组之间的会话、学生和老师之间的会话以及学生个人与全班的会话。学生要经常进行角色表演并且创作会话。这种谈话活动

students often role-play and invent conversation. All this talk develops the skill to communicate real meaning. It promotes flexible language use so that students can eventually function in a variety of situations.

The *Learning English* program is holistic and integrative. In Grade 1, it stresses listening and speaking, but it also exposes children to the printed form of the language. In Grade 2, it introduces students to the alphabet, both lowercase and uppercase. This introduction helps students develop the fine motor skills necessary for printing (writing) and to gain familiarity with the conventional direction of English (left-right and top-bottom). By the end of Grade 2, students should be able to recognize the names of others in the classroom and the names of the letters of the alphabet. At this level, students will still use picture clues and combine drawing with print forms provided in their textbooks or by teachers. As they gain in their knowledge of the alphabet, they will be able to practise and copy simple lists of letters, numbers and common classroom words. In Grade 3, teachers can expect their students to demonstrate an interest in the printed word and exhibit reading-like behavior. The students will still use picture clues to identify words but will also begin to learn common "sight words" and develop an oral knowledge of the English phonetic system. Students will practise writing or copying appropriate captions or labels to accompany pictures.

It is critical for teachers to make language instruction appropriate to the stage of development of their students. This is key to language instruction and crucial to language development. Language development occurs in step with the development of consciousness. The four language skills (listening, speaking, reading and writing) naturally reinforce each other in a child's language development. Children master new words as part of developing ways to make meaning. It takes time. Different students develop language in different ways and at different rates, and good teachers adapt their classroom activities to accommodate individual student needs. Not everyone will achieve the same fluency at the end of each teaching unit. For this reason, the *Learning English* program first exposes children to new words, and then lets them encounter and use these words again and again in different contexts throughout the class year.

The *Learning English* program stresses active student-centred experiences. It frequently involves the students in pair and small-group activities that require them to create their own conversations in English. It includes games, songs and role-playing where the students invent and interact in English. It emphasizes engaging, motivational activities that encourage the students to communicate in English and to respond personally and critically. The more the students actually talk in English, the faster their language skills develop. The *Learning English* program works best if teachers encourage the students to talk as much as possible. Teachers should guide and structure activities, demonstrate and model conversation, and correct the students where necessary. The program, however, does not centre on what the teacher does at the front of the classroom, but on what the students do within it.

The program stresses meaningful learning situations. It provides young students with textbooks that contain familiar settings, close to their lives. It engages students in situations where they use English to make a request, to express a feeling, to



有利于提高学生进行真实有意义的交际的能力。该活动提倡灵活地使用语言,最终目的在于使学生掌握在各种情景下进行有效交际的本领。

《学英语》教材提倡整体语言学习和综合语言能力。在一年级强调听和说,但是同时也让学生接触到语言的书面印刷体形式。在二年级,向学生介绍字母,包括大写和小写形式。这有助于学生了解书写的技巧,熟悉英语书写的习惯顺序(从左到右,由上及下)。到二年级末,学生要学会识别班上其他人的姓名和各个字母的名称。在这个阶段,学生仍需借助于图片,并结合绘画来理解课本上的书面语言或老师的书写。随着对字母知识的了解,学生将能够练习抄写字母、数字和普通的课堂用语。到三年级,老师可望学生显示出对书面英语的兴趣。学生会有一些准阅读行为,即简单的阅读行为。学生仍将借助图片识别词汇,但是开始学会简单的字画句,并学会读英语音标。学生要练习书写或抄写图片标题或标识。

教师的课堂用语一定要适合学生现有的语言水平。这既是语言教学的关键,又是语言发展所必须的。语言的发展和学习者的认知能力的提高是同步的。在儿童的语言发展过程中,四种语言技能(听、说、读和写)彼此相互促进。儿童掌握生词的过程也是发现生词所代表的意义的过程。这个过程需要时间。学生学习方式和学习速度因人而异。成功的教师会针对学生的个体需要设计不同的课堂活动。并不是每个学生在一定的教学阶段内都能获得同样的语言流利程度。因此,《学英语》首先让学生接触新单词,然后在整个学年里,在不同的语境中不断重复使用这些单词,使学生频繁接触它们,直到最后掌握为止。

本教材强调以学生为中心的教学,鼓励学生积极参与学习活动。书中设计了大量的学生结对或小组活动,要求他们用英语组织会话。其中包括需要学生创造性地使用英语进行交际的游戏、歌曲和角色表演活动。强调通过有趣的活动鼓励学生用英语进行交流,并能发表个人的见解。学生用英语谈话越多,他们的语言技能提高得就越快。如果老师尽可能多地鼓励学生用英语谈话,那么《学英语》教材就会得到最有效的使用。老师应该组织引导学生的课堂活动、进行会话演示和示范,并及时纠正学生的错误。但是本教材的核心不是教师在课堂上做什么,而是学生在课堂上做什么。

本教材强调有意义的学习环境。教材提供了丰富的贴近学生生活的场景,让学生学会提出请求、表达感情、做成某事、寻找基本信息或者完成某项任务。在真实的情景中学习英

accomplish something, to find out essential information or to complete a task. The students feel more motivated to learn English in real situations, and they learn natural language patterns rather than artificial classroom dialogues.

The program stresses thinking as an essential part of communication. To communicate, a person must have something to tell. Often in this program, teachers set up classroom experiences that allow the students to formulate a point of view: to think about and share their own personal experiences; to value others' ideas and experiences; and to imagine and create new ideas through language.

The program stresses language immersion. It exposes students to more English than it expects the students to master or understand completely. To the extent possible, teachers should strive to surround the students with English. The classroom should contain a good range of English-language posters, picture dictionaries, newspapers, books, letters, postcards, signs and magazines. The walls of the classroom should display vocabulary pictures and words. Teachers should label items in the classroom with big cards showing the English words.

The program stresses risk-taking in a supportive environment. No one can learn a language without making mistakes. If the students fear failure, they will not try new words and phrases and they will not progress. Students need support and assistance to experiment with new language structures. They need praise for the content of what they say, rather than constant correction of pronunciation and vocabulary. Therefore, good language teachers give their students lots of praise and encouragement. They help students use new words and phrases by providing many models, demonstrations and clues. Good teachers frequently encourage students to invent their own questions, responses and conversations, and they congratulate students for taking risks.

The program stresses a motivational classroom environment. It provides many opportunities for play, songs, games and surprises to make English class fun. The program aims to foster a desire to learn so that the students will attend to the lesson and feel inspired to practice English outside of the classroom.

### **Overall goals of the *Learning English* program for early primary**

The early primary program of *Learning English* has one over-riding goal: to provide young students with a language-learning opportunity that follows, supports and strengthens their natural development. Following and reinforcing the development of the child, and the normal patterns of language acquisition at this stage, increases the language facility developed at all higher levels.

The following language-learning goals have shaped the *Learning English* program in general. In each case, we have described their specific application to early primary language learning.

- To speak and listen with sufficient fluency to explore, extend, clarify and reflect on thoughts, ideas, feelings and experiences. Early primary students need opportunities to participate in a range of experiences; to explore and express familiar events, ideas and information; to express personal experiences; and to share the experiences and feelings of others.

语会激发学生学习的兴趣。他们所学的是自然的语言而非做作的课堂对话。

本教材强调思维是交际的一个基本组成部分。要进行交际,就要有话说。本教材通常由教师创造课堂环境,以便学生对事物形成自己的观点;即就自己的个人经历进行思考并与别人分享;评价别人的观点和经验;用英语想象和创造新的观点。

本教材强调沉浸式语言学习。学生接触的语言量大于需要他们掌握或完全理解的语言量。老师要最大限度地努力使学生处于英语的氛围之中。教室里应备有大量的英语张贴画、图片词典、报纸、书籍、书信、明信片、标语和杂志。教室的墙上应展示英文词汇图片和语句。教师要把教室内的物品用相当大的词汇卡片做出英文标识。

本教材强调在教师的鼓励下进行适当的冒险。没有人在学习语言中会不犯错误。如果害怕失败,学生就不会尝试使用新的单词或句子,也就不会有进步。学生在实践新的语言结构时需要帮助和支持。老师要表扬学生语言表达的内容,而不是不断地纠正其语音和词汇方面的错误。因此,好的教师要不断表扬和鼓励学生,用大量的示范、演示和提示,给学生提供帮助。要时常鼓励学生提出问题、回答问题、组织对话,对学生的冒险给以祝贺。

本教材强调创设有趣的课堂环境。用大量的表演、歌曲、游戏和令学生感到惊喜的活动使英语课堂充满乐趣。本教材旨在激发学生的求知欲,从而吸引学生的注意力,并启发他们课下进行英语练习。

## 《学英语》低年级阶段的总体目标

本教材低年级阶段的总体目标是:给小学生提供语言学习的机会,引导、帮助从而培养他们以后语言的自然发展能力。学生在本阶段形成良好的学习习惯,有利于小学高年级阶段的顺利学习。

下面是本教材的总体目标。每一项都详细描述了在低年级阶段的具体要求。

- 听和说方面,能足够流利地就思想、观点、感情和经验进行探索、延伸、澄清和反省。

低年级学生需要机会参与实践活动;探索熟悉的事件、表达观点和描述信息;描述个人的经历;与别人分享经验和分担感情。

- To manage ideas and information effectively; to plan, select, organize and record in an age-appropriate and skill-appropriate way. Early primary students need opportunities to use their own and other's personal experience; to share and seek basic personal knowledge; to ask and answer common simple questions; to listen to and follow simple directions; and to organize visuals and information for sharing.
- To communicate information and ideas effectively and clearly, and respond personally and critically. Early primary students need opportunities to share and demonstrate ideas from personal experiences; to participate in shared oral experiences such as listening to stories, singing and playing games; to share their own creations and appreciate others' creations; and to express lack of understanding and ask simple questions.
- To interact with sensitivity and respect, considering the situation, audience and purpose. Early primary students need opportunities to help others and to ask others for help; to work with partners or in groups; to take turns sharing information; and to show consideration for those whose ideas, abilities and language progress is different from their own.
- To respond personally and critically to a range of texts. Early primary students need opportunities to make connections between oral language and personal experience; to use textual cues such as pictures, symbols and images to understand meaning; to participate in shared listening, reading and viewing; and to create oral, pictorial or dramatic texts to communicate.
- To use the English language confidently and competently in a variety of situations for communication, personal satisfaction and learning. Early primary students need opportunities to listen and respond to basic phrases in the classroom; to produce simple sentences in a structured situation; imitate some common nonverbal behaviors and simple routine social interactions; and to reflect on learning tasks with the guidance of the teacher.
- To explore, understand and appreciate the values of the English and Chinese cultures for personal growth, enrichment and satisfaction. Early primary students need opportunities to represent themselves and their families; to participate in classroom and school cultural activities; to recognize and appreciate various elements of Chinese culture; and to understand the value and significance of second-language education.

## Teaching with the *Learning English* program

This program stresses:

- An approach to text recognition and reading that follows the natural acquisition of language among young children. In Grade 1, students develop the recognition that text has meaning. In Grade 2, they develop